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INVENTORY REPORT ON THE FUTURE USES OF EDUCATIONAL TELEVISION. FINDINGS OF A CONFERENCE SPONSORED BY THE JOINT COUNCIL ON EDUCATIONAL BROADCASTING AND THE NATIONAL EDUCATION ASSOCIATION (WASHINGTON, D.C., JUNE 20, 1963).

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PROMPTED BY THE FEDERAL COMMUNICATION COMMISSION'S CONCERN FOR CHANNEL ALLOCATION, 50 NATIONAL COMMUNITY LEADERS CONFERRED ABOUT THE POTENTIAL OF EDUCATIONAL TV IN A DEMOCRATIC SOCIETY. THEIR 5 MAIN CONCLUSIONS FOLLOW. PUBLIC INTEREST IN THE ADVANTAGES OF EDUCATIONAL TV FOR COMMUNITY IMPROVEMENT NEEDS TO BE REKINDLED. AN EDUCATIONAL TV STATION CAN GIVE A UNIQUE PROGRAM SERVICE TO A COMMUNITY. A DIVERSIFIED PROGRAMMING SERVICE IS NECESSARY FOR EDUCATIONAL TV TO MEET GROUP AND INDIVIDUAL NEEDS. COMMUNITIES, JUST LIKE SCHOOL DISTRICTS, NEED MULTI-CHANNEL BROADCAST FACILITIES. A DISPARITY IN OUR VALUE SYSTEM PLACES ON EDUCATORS AND COMMUNITY LEADERS THE BURDEN OF PROOF OF NEED FOR ADDITIONAL EDUCATIONAL TV CHANNELS. LISTED IN THIS REPORT ARE 7 MAJOR TYPES OF USES OF EDUCATIONAL TV, 6 GENERAL OBJECTIVES OF EDUCATIONAL TV AND SPECIFIC APPROACHES TO ACHIEVE THE OBJECTIVES. CHARTS SHOW PROBLEM AREAS SUCH AS METROPOLITAN PLANNING AND INTERNATIONAL UNDERSTANDING, AND FORMATS, RESOURCES, AND AUDIENCES FOR THESE AREAS. SPECIFIC PROGRAMS ARE ALSO SUGGESTED. (LH)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INVENTORY REPORT
ON
THE FUTURE USES OF EDUCATIONAL TELEVISION

FINDINGS OF A CONFERENCE

SPONSORED BY

THE JOINT COUNCIL ON EDUCATIONAL BROADCASTING
AND
THE NATIONAL EDUCATION ASSOCIATION
AT
THE NATIONAL EDUCATION ASSOCIATION CENTER
WASHINGTON, D. C.

June 20, 1963

The Rationale of This Report

The Federal Communications Commission is contemplating the issuance of a new television Table of Allocations covering approximately 2000 channel assignments, of which 692 would be reserved for communities for noncommercial, educational use. Basically, this would mean one educational reservation in every community where educational interests have indicated a channel is needed. In some instances, this might also mean two channels in those communities where population merits such and where the needs of commercial television have been satisified. In virtually no instance, however, will the ruling likely provide for more than two educational television channel assignments in a given community. In proposing this reallocation plan, the Commission is emphasizing that communities should declare their needs for educational television facilities and should file comments on the proposed rulemaking in Docket 14229.

In the face of this plan, the question arises, "Will 692 channels be sufficient to take care of America's future needs for educational television spectrum space?" Will one or, in some instances, two channels be sufficient to meet a given community's need for educational television channels? Or, will not a multiple ETV channel broadcast service be necessary in some communities? This can only be answered by inventorying what education wants and needs to do in the future with educational television. Once this has been determined, education's needs can be translated into channel allocations.

Through the years the FCC has relied heavily on the advice and counsel of educators and other community leaders in determining the needs of education for spectrum space. This was true in the early 1950s when the Commission was initially anticipating setting aside channels for education; it is true now when the Commission is contemplating a New Allocations Table which will likely shape the patterns of television development for the next ten to twenty years.

Accordingly, the JCEB and the NEA -- at the encouragement of the FCC -- jointly called a conference on June 20, 1963 of some fifty national community leaders to make a partial inventory of the future uses to which broadcast educational television can be harnessed in the years ahead.

The conferees endeavored to look at the tremendous potential of educational television to serve a wide variety of community, group, and individual needs in a democratic society. They noted uses which are presently being undertaken only partially, or not at all, by commercial television. They noted community needs which can be met only by an educational broadcast service. They were encouraged to think creatively as to what educational television might do that it is not now doing, or doing only to a limited degree. They were encouraged to freewheel and allow their imaginations to play on some horizons for ETV's use which lie relatively untapped. Attached herewith is a synoptic account of the inventory of ideas which came from the meeting and the fuller account in stenotypist form of the proceedings of the conference itself.

In addition to ferreting out innumerable program ideas and clarifying the role which ETV should play in the future, the conferees came to several generalizations which should be noted at this point:

1. Public interest needs to be rekindled in the enormous possibilities inherent in educational television for community improvement. In the last few years there has been evident a dwindling of the spirit that was in such an exciting way responsible for the original allocation of channels for education in this country. Educational organizations and institutions need now to sense anew ETV's potentialities and enlist it as a basic instrument for the solutions of their problems.

2. An educational television station is in a position to render a unique type of program service to a community which a commercial station, because of its base of operation, is unable to render. Contrary to popular conception, an educational television station's primary function is not to serve in-school audiences. Rather, its mission is to render an across-the-board program service for all age groups. The electro-magnetic spectrum is a natural resource which is just as vital and basic to the community and to the nation as are the public schools or the national parks. It is characterized by the fact that it is a limited resource; i.e., only a limited number of channels are available for assignment. In this respect it is not unlike the national gold or helium reserves which are under strict surveillance by the Federal

Government in order to avoid their depletion and to insure their use for the maximum benefit of the nation as a whole. By law, broadcast frequencies belong to the people. In reality, however, they are all too often used by licensees for the singular purpose of maximizing profits. There is need, therefore, to re-examine the institution of educational television in our society and to recapture the basic premise on which ETV channels were originally established.

3. A diversified programming service is necessary if educational television is to meet the group and individual needs of our population. Like commercial television, it can reach "mass" audiences; unlike commercial television, it also has a major responsibility to serve the needs of special groups within the large mass audience. Educational television is community television created to serve the community's educational, civic, and cultural needs.

4. Just as school districts need multi-channel microwave, or closed circuit, facilities for in-school instruction of boys and girls, communities also need multi-channel broadcast facilities to meet the wide range of program services which are required in a large community. Several tracks of programming should be possible at one time. With the rapidly expanding services of National Educational Television (NET) -- education's national network -- one channel conceivably could be set aside within the very near future exclusively for NET programs. Still another channel could serve to bring to our living rooms sessions of the United Nations, meetings of local school boards and other public civic bodies, forums and public discussions, Congressional hearings, etc. Still another channel is needed for telecourses for adults and for out-of-school youth, Junior College extension courses, illiteracy programs and other formal instructional programs for those adults wishing to continue their formal education. Eventually, still another channel might be needed for repeat broadcasting of materials from educational and commercial stations so that the public would have additional opportunities to see outstanding programs on a more flexible programming basis.

5. At present the burden of proof seems to lie with educators and community leaders to justify their needs for additional educational television channels. At the same time one must ask, "Why are commercial broadcasters exempt from such scrutiny? Why should they also not be called upon to justify their demands for three to four times as many commercial channels as are now being allocated to education?" There would seem to be a disparity in our value system when we would provide 75-80% of available channels to commercial interests for entertainment with only occasional news and public affairs, while at the same time the remaining 20-25% of the channels are designated for education and dedicated to a wide variety of services, all of which must necessarily be compressed in most communities into a single channel. In other words, conceivably five channels within a community would be offering the same type of service -- entertainment primarily and public service secondarily -- while the one educational channel is forced to serve a much wider variety of public service and individual needs on a single outlet.

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Based on the inventory of need attached to this report, it would seem that the urgency of our times calls for an entirely new conceptual framework for the role and function of educational television in American life. A new public charge and responsibility for educational television is long overdue.

SOME ANTICIPATED FUTURE USES OF BROADCAST EDUCATIONAL TELEVISION
(As Suggested by Participants at JCEB-NEA Conference on Future Uses of Television in Education, June 20, 1963)

Some Major Types of Uses of Educational Television:

... Systematic education for children and adults (in-school programs, telecourses for adults, Jr. College courses, agricultural extension courses)

... Informal uses: educational and cultural opportunities for the general public

... Action-oriented programs on community problems (forums, town meetings, documentaries)

... On-the-spot coverage of civic meetings - national, state and local (United Nations sessions, hearings before the Congress, meetings of city councils, school boards, etc.)

... Programs for pre-school children, homebound, hospitalized, for children and youth during out-of-school hours

... Retraining programs for skilled and semi-skilled workers

... Professional education (pre-service and in-service) experiences for teachers, physicians and other professional groups

Some General Objectives for Using Educational Television:

... To awaken a community to an understanding of its problems and of alternate ways of dealing with them (i.e., to build sensitivity to problems of community concern)

... To convey information and clarify misinformation (i.e., to interpret modern science)

... To create attitudes and foster general public enlightenment (i.e., to improve intergroup relations)

... To develop cultural appreciation and understanding of the arts

... To develop critical thinking on problems of major concern (i.e., to use television to equip people to think and deal with issues which are bombarding them from every side)

... To teach skills of all types (i.e., skills in group relations, training for decision making, skills in sports, driving skills, learning to play musical instruments, learning to type)

Some Specific Approaches to Achieve the Above Objectives:

... Build images of people, of institutions, of political parties

... Serve as a means of evaluating current institutions and problems

... Show progress in an area as part of larger scheme (i.e., integration as part of larger theme: freedom)

... Use television to get people to think about TV's role in society

... Minimize provincialism and regionalism

... Illustrate significance of problems

... Show how to beautify homes and communities

PROBLEM AREAS	FORMATS - RESOURCES	AUDIENCES
Time for Youth Series		
Teen talks Youth in the News: art, music, science, sports, civic contributions	Use of popular celebrities Student interviewers President, Youth creativity Panel of Youth Critics Role-playing at all ages Dramatizations	
"Child on the Street" series		
Coverage of youth activities Instruction in sports and hobbies Candid Camera of youth Child hazards Special events: Circuses, Science Fairs Guidance: careers, college, health, sex, marriage, religion Off-beat behavior: its causes Selection of "right type" personalities Youth club programs Family planning sessions		
Metropolitan Planning		
Urban renewal Urban sprawl Annexation problems Tax base Urban - rural concepts	Visuals: maps, models, photos Panels: home owners, experts, business representatives, park personnel Town meetings Periodic progress reports Film clips Retrogression reports Comparative studies	Municipal council Home owners Taxpayers Metropolitan residents Architects Financial interest Real estate Inter-urban community Social workers
Inter-group Relations		
Racial problems Evaluating institutions in society (i.e., Catholic Church, city manager type government, social work institutions, philanthropic institutions) Civil Rights	Interviews Demonstrations Visual reports Dramatizations Debates Discussions Documentaries Candid Camera Contrast age groups	General public minority groups: racial religious economic national political educational non-religious

PROBLEM AREAS	FORMATS - RESOURCES	AUDIENCES
Inter-group Relations (cont'd)	Audience participation programs Animation Statistical reports (visual) Historical perspective Film clips from other countries News format	
Integration	On-the-spot Documentaries Case studies Interviews Reasonable discussion Open-end forum Audience participation	Educators Real estate persons Policemen Government officials Legislators Students Voluntary organizations Lily-white suburbanite WASPs Negroes
International Understanding		
Purpose Processes Implementation General Understanding (pros - cons)		Students Churches Legislators General Public
United Nations		
Understanding Action Responsibilities: Groups and Individuals		
Legislative		
Knowledge - Information Alternatives		Voting public Legislators
Public Education		
Knowledge Purposes New processes New content Board of Education meetings Personnel roles	Classroom spots Cartoons Films, AV Role-playing Debates	Interdependencies Government agencies Public school parents Non-public school parents Non-parent adults Taxpayers Teachers Chambers of Commerce Business industries Senior citizens New Americans Foreign visitors Press Mass Media

PROBLEM AREAS | **FORMATS - RESOURCES** | **AUDIENCES (cont'd)**

General public
The aging
Youth-adolescents
Young children
Housewives
Businessmen
Union labor
Non-union labor
Church congregations
New arrivals to city
Intellectuals
Infirm & handicapped
Professional groups
Minority groups

OTHER PROBLEM AREAS THAT TELEVISION CAN DO SOMETHING ABOUT:

Air pollution

Air traffic

Automation: Implications on jobs and on our way of life

Birth Control

Career planning

Citizenship participation in policies for political parties

Civil defense

Community Industrial Development

Conservation problems

Consumer education and information

Crime and the citizen

Demographic problems
- --shifts in population
- --representation
- --marketing

Diminishing role of local government

Divorce

Education for retirement: senior citizens

Educational problems:
- --the gifted
- --the retarded
- --the drop-out

OTHER PROBLEM AREAS (cont'd)

Establishing educational standards (why colleges require what they do)

Ethics in modern society: in government, industry, politics, education, social life, business

Federal aid to schools

First aid instruction

Gardening information

Government structure: city, county, state

Ghettos

Housing

How to play games (Improving recreation skills)

Illegitimacy

Illiteracy

Improved family living

Inadequate financing of education

Income tax information

Individual's activities in local government

In-migrants

Investments

Job placement services

Juvenile delinquency

Labor-management problems

Legislative reapportionment problems

Leisure time activities:
--for teenagers
--for adults
--for retirees

Marriage problems and family life preparation

Mental health

Migrant labor

Migratory workers

Music and the arts

OTHER PROBLEM AREAS (cont'd)

Noise

Police protection

Public transportation

Recent Supreme Court decisions: prayer in public schools, Bible reading

Regional planning

Retraining workers affected by automation

Roles of educational organizations in community

Roles of non-educational organizations

Street and road upkeep

Sunday Blue Laws

Tax base

Traffic problems

Training for government
--for employees and for elected officials

Training programs for industrial groups

Transportation and road information

Understanding Children and youth

Understanding human behavior

Understanding old age

Understanding space (in laymen's terms)

Unemployment

Unusual hobbies

Urban renewal

Urban-rural concepts

Urban sprawl - annexation problems

Use of leisure time

Use of natural resources

Water pollution

Water supply

What's new in archaeology

What Are the Ways You Would Use Educational Television to Make a Frontal Attack on the Issues Involved in Inter-group Relations? Some suggested ways:

1. Take a trip in a car with a television camera and with a Negro group and actually visit gasoline stations, restaurants, hotels, etc., and see how the Negro group is treated.

2. Explain the differences in job opportunities, income and salary and general socio-economic conditions for Negroes as against whites, utilizing discussions, cartoons, animation, etc.

3. Conduct interviews with Negroes on their feelings about their own organizations.

4. Interviews with Negro professionals (those working in hospitals, attorneys, teachers.)

5. Open-ended discussion programs on the total problem of inter-group relations.

6. Debates on various issues involved in inter-group relations.

7. On-the-scene shots, showing problems of other minorities in the United States today (Indians, Mexicans, etc.)

8. Series of documentaries on the historic experiences of minorities in the United States, not only minorities of a different race, but whites like Irish, Polish, Swedes, etc.

9. Series of documentaries to show what has happened in schools that are completely integrated.

10. Discussion programs with realtors on discrimination in housing.

What Are the Ways you would Use Educational Television to Make a Frontal Attack on the Issues Involved in Urbanization or Metropolitan Planning?

Some suggested ways:

1. A film documentary on economic classes in the community.

2. Comparison of our area with other areas (via documentary film, animation, etc.)

3. Interviews or round-table discussions with new and departing people to get at reasons for moving to the area or reasons for leaving the area.

4. By round tables, debates, animation, documentaries deal with noise and air pollution using individuals with scientific backgrounds.

5. Interviews with civic leaders on how a city will look in the future--hopes for future development in business, religions, education, city planning.

6. Contrast of past and present conditions in an area.

7. Film on loss of green areas.

8. Housing problems resulting from poor--or no--planning and traffic problems that arise.

9. Round tables with city planners and state officials on problem areas of the community (single vs. multi-units.)

10. Television editorials relating to observable problems with hinted-at-solutions.

11. On-the-spot meetings of planning commissions; town meetings on urban problems.

12. Film showing retrogression--where the non-orderly development of an urban area actually resulted in some retrogression.

13. On-the-scene shots at the polls to see who it is who does turn up to vote. (Hunch: older citizens vote much more than do others.)

14. Exploration on TV camera of the ugly sectors of the city and explorations of the finer to show differences.

15. Dramatizations of people displacement due to urban renewal.

16. Tell-and-show programs dwelling on the differences in street repair and various other city planning factors between a budding community with other suburban areas, the suburb near the large city.

17. More Metroplex programs in various cities to involve citizen groups.

18. A camera to sit in with groups of city planners.

19. A show-and-tell program on the cultural opportunities offered only in big cities--bookstores, museums, theatres, etc.

20. Filmed account of city life--good and bad aspects--showing the city as a way of life.

21. Have camera follow the mayor for a full day to reveal some of the work involved in handling that kind of job in a big city. (repeat for other officials)

22. A television press conference with the mayor.

<u>What Are the Ways you would Use Educational Television to Serve Other Audiences Than Adults and in Other Areas Than the Schoolroom?</u>

1. Use of celebrities, popular figures for doing a particular job with young people.

2. Examples of youth creativity.

3. Teen talks.

4. Panel of youth critics.

5. Youth in the news: civic contributions being made by outstanding youth in music, art, science, sports, civic life.

6. Specific instruction in sports and hobbies.

7. Guidance programs on careers, college, health, sex, marriage, religion.

8. "Doing" type of programs for younger children, i.e., child draws along with announcer, etc. (Putting a transparency over the television set and draw on the transparency.)

9. Programs that show what job holders actually do.

10. Youth forum.

11. A Jack Paar type show done for and by teenagers.

12. Youth-produced programs wherein they do everything--write show, produce it, etc.

13. Youth Strikes Back: youngsters quiz their teachers, evaluate their schools, evaluate their homes, their parents.

14. A living newspaper type program.

15. Ideas on Trial: a courtroom scene plus courtroom tactics in teasting the value of certain ideas.

16. Programs on personalities in the news and in history.

17. Testing controversial ideas of the past. (i.e., having Socrates argue his point of view today or a debate between Socrates and Freud on how the human mind really does work.)

18. Stupidities in Science: exploring some of the errors made, some of the false concepts held and devoutly believed in.

19. Book forum and book reviews given by young people: round tables for youth.

20. Piano lessons on television.

21. Opportunities for volunteer service and programs that will inform young people of the opportunities to help others with instruction, such as a Peace-Corps at home.

22. A comedy series on "I'm Only a Housewife" sort of thing, to show what "I'm Only a --" really means in terms of actual daily work.

23. Television shows of little league baseball teams (with the camera focusing once in a while on the very competitive fathers watching the game.)

24. Put masks on children so they will feel free to speak, and let them speak about anything that is on their minds, whether they are children who are in reform schools or children who want to discuss home life, parents, friends, etc.

25. Dramatizing adult life for the teenager ten or twenty years from now. (i.e., what the child who did not finish school can expect to be, what his life could be like ten or twenty years from now, the child who chose an unsuitable profession, or "what you do today does count tomorrow" sort of thinking.)

26. Better insight into careers today, visiting with newspapermen, reporters, seeing how a newspaper is produced, visiting with professionals of various kinds, and televising it in discussion with flashbacks and actual film footage to show the scenes.

27. Teenage criticism. (i.e., reports in this format on musical events and movies and records.)

28. The use of heroes to clear up some misconceptions. (i.e., Gary Cooper suggesting what the real West was really like.)

29. Documentaries on regional areas and the customs of these areas.

30. A pre-school program series in reading readiness, somewhat informal in nature.

31. Popular professional artists doing programs especially for children. (Most such programs at present are for the whole family.)

32. Teenagers producing a program about their own problems.

33. Revival of drama on television for children. Creating heroes for children through dramatic programs. Documentary dramas about children who have done important things, who have performed important services, who have been heroes in one fashion or another.

34. Single-concept programs for youth in science and nature (rather than a program giving <u>all</u> there is to know about a given field.)

35. Programs on social behavior, with demonstrations.

36. Animation programs on sports, using voices of popular sports heroes.

37. For youth, a series of programs on how the world works. (i.e., how government operates, etc.)

38. Animated film on using abstract images (abstract visual impressions having no beginning, middle or end, with music in the background.)

39. Teaching problem-solving through games, requiring some manner of response.

40. A series demonstrating little known games and sports.

41. Present problems in an open-ended fashion through visual means and only half solve them. (Avoid closure.)

42. A children's talent program with animation to show geometric patterns in music.

43. A child's tour, or visit, to many places in the community.